
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 2081 - Fulford Elementary School

FeederPattern: North Miami Beach Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Rhonda Turner

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Fulford Elementary School

It is simple to recognize why Captain William H. Fulford was attracted to what is now North Miami Beach, and chose to build a home at 1901 NE 18th Avenue. Captain Fulford found the area a retreat from the fury of the Atlantic. Today, on the identical parcel of land, sits Fulford Elementary School, appropriately named in his honor. Fulford Elementary School is also a retreat where teachers, students, and parents gather daily in pursuit of educational excellence. As you enter the school, you immediately recognize a spotless and well maintained facility. As you stroll from room to room, the teachers are diligently educating students. Students are motivated and on task. Just as North Miami Beach is an established, attractive city that likes to support its community, Fulford Elementary School is an established, comprehensive organization that addresses the needs of its multicultural community.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 71 percent of students reaching Level 3 or above on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 71 percent of students reaching Level 3 or above on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students in grade four will maintain or increase their writing scores as evidenced by the students reaching 3.5 or above on the 2007 administration of the FCAT Writing+ Assessment.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 48 percent of the students reaching Levels 3-5 on the administration of the 2007 FCAT Science Assessment.

Given the need to establish a link between the home and community in order to support the efforts of improving the academic achievement of students, parental and community involvement will increase 10 percent from 1925 during the 2005-2006 to 2117 during the 2006-2007 school year as documented by attendance logs maintained by the Community Involvement Specialist.

Given an increased focus on the established guidelines of the Student Code of Conduct, the number of days of suspensions to the Student Case Management System will decrease by 25 percent from 61 days in 2005-2006 to 46 days as reflected by the 2006-2007 Student Case Management System Suspension report.

Given the emphasis on technology in the 2006-2007 school year, the Reading Plus web-based program will be utilized with a high degree of fidelity. Students will access the program for a minimum of 90 minutes per week as evidenced by weekly class summary reports.

Given instruction based on the Sunshine State Standards, students in grades four and five will improve their physical fitness skills to 81 percent achieving Silver or Gold on the 2006-2007 FITNESSGRAM Test.

Given instruction based on the Sunshine State Standards, students in grades two through five will display art work throughout the year in various venues to include school-wide art shows and community displays as evidenced by 75 percent participation as documented by sign-in logs.

Fulford Elementary School will improve its ranking from 61 percent to 62 percent on the State of Florida ROI Index publication 2005-2006 school year.

In order to achieve these objectives, appropriate strategies have been suggested and planned by all of the organization's stakeholders.

Ninety two percent of the staff completed the Organizational Performance Improvement Snapshot assessment.

The teachers indicated a strong agreement with the following items:

- I know who my most important customers are.
- I keep in touch with my customers.
- I know my work locations mission.
- I know how to measure the quality of my work.
- I know how to analyze the quality of my work to see if changes are needed.
- My customers tell me what they need and want.

Based on the 2006-2007 Organizational Performance Improvement Snapshot assessment (OPIS), indicated the opportunity for improvement in the areas of strategic planning and process management.

The senior leaders, in conjunction with the EESAC, will develop enhanced strategies to solicit and incorporate input from the staff. The Leadership Team will encourage greater participation and enhance sources for communication to improve both strategic planning and process management, thus increasing participation in the school improvement process.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Fulford Elementary School

VISION

Fulford Elementary School provides a quality education and believes that self-pride, respect, confidence, and the ability to work cooperatively with others will enable students to become successful life-long learners, critical thinkers, effective problem solvers, technologically literate, and participatory citizens in a global society. As our challenge, we accept the responsibility of teaching students the skills necessary to achieve these goals.

MISSION

The Mission of Fulford Elementary School is to improve and maintain an environment where all are committed, attuned, and responsive to the individual needs and guidance of its multicultural population: to ensure all students academic, social, and physical development and to prepare them to make well-reasoned, thoughtful, and healthy life-long decisions.

CORE VALUES

Fulford Elementary School provides the best possible educational experience for our students and believes that self-pride and confidence will enable our students to become successful life-long learners.

School Demographics

Fulford Elementary, a Title I funded school, is an established, comprehensive organization that addresses the needs of its multicultural community. Fulford Elementary School is located at 16140 NE 18th Avenue, North Miami Beach, Florida. Fulford Elementary is within a community that is comprised of private homes, apartment buildings, a super store, and many businesses that cater to a variety of needs. Fulford is fortunate to be located near a public library and two universities. The school currently serves 698 students in pre-kindergarten through grade five, with an ethnic breakdown of 79.2 percent African-American, 16.8 percent Hispanic, 0.9 percent White, and 2.1 percent other. Our exceptional student population comprises five percent of the enrollment. The gifted population comprises 12 percent of the population. The Limited English Proficient population comprises 37 percent of the school population. Eighty nine percent of the students receive free or reduced lunch. The average daily attendance for 2005-2006 was 96 percent.

Fulford Elementary School offers: Comprehensive Research-Based Reading Program (CRRP), Academic Excellence Program (AEP), Home-Based Gifted, and Teaching Enrichment Activities to Minorities (TEAM). In addition, specialty programs which are provided include Exceptional Student Education (ESE) with an inclusion model for students with diagnosed exceptionalities; Limited English Proficiency Program (LEP) which provides instruction for students of other languages.

Two administrators, a principal and an assistant principal, serve as instructional leaders of the organization. There are 33 certified classroom teachers, two ESE teachers, two teachers of gifted students, one elementary guidance counselor, one media specialist, one part-time media clerk, four special area teachers, one reading coach, one math/science facilitator, one computer teacher, one community involvement specialist, five bilingual education teachers, one part-time speech therapist, one full-time microsystems technician, and one part-time paraprofessionals employed at the school. There are five beginning teachers, 29 teachers with a Bachelor's degree, 12 teachers with a Master's degree, and four teachers with a Doctorate or Specialist's degree. The ethnic make-up of the staff is 36 percent White Non-Hispanic, 40 percent Black Non-Hispanic, and 24 percent Hispanic.

The Florida Department of Education graded Fulford Elementary School a "B" school. According to data received from the 2005-2006 Florida Department of Education Accountability Report, 84 percent of our students met or exceeded high standards in writing. Fifty seven percent of students made learning gains in reading. The adequate progress of the students at the lowest 25 percentile increased 9 percentage points from 53 percent in 2004-2005 to 62 percent in 2005-2006.

School Foundation

Leadership:

The results of the 2005 Organizational Self Assessment Survey indicate that there is strong satisfaction with the administration of Fulford Elementary School. On all the questions asked, the leadership of Fulford Elementary scored an average of 4.4 out of 5.0. The lowest scoring item, "My organization asks me what I think." The leadership of Fulford Elementary does various things to include and encourage the participation of all employees and bolster staff morale. There are weekly grade level meetings. At these meetings, staff can voice their opinions and concerns in an open, non-judgmental environment. The Principal and Assistant Principal have an open door policy where all staff members can meet individually with administration. Senior leaders set and communicate direction and performance expectations by encouraging shared decision making and by empowering staff members to both make decisions and to take necessary actions for improvement. Staff morale is important to the leadership since they realize that positive attitude is reflected in student achievement.

District Strategic Planning Alignment:

The results of the 2005 Organizational Self Assessment Survey indicates that there is satisfaction with strategic planning of Fulford Elementary. This category scored an average of 4.2. The area that scored the lowest was the item, "As it plans for the future, my organization asks for my ideas." All concerned parties at Fulford Elementary are made aware of any decision that affects their productivity and community. Progress towards the goals that affect all stakeholders are discussed at monthly meetings. The EESAC, Leadership Team, and School Committees meet with administration monthly to discuss and monitor the progress made towards the goals and objectives in the SIP. Input is always considered when ordering new materials.

Stakeholder Engagement:

The results of the 2005 Organizational Self Assessment Survey indicates that there is satisfaction with the way employees feel about their relationship with parents and students. The average score is 4.4 on the Customer Market focus section of the survey. The areas that scored the lowest was the item, "I ask my customers if they are satisfied or dissatisfied with my work." The contact with parents and students is both formal and informal. Parents can communicate with teachers in various ways. The school has a Community Involvement Specialist that keeps in contact with parents when needed.

Faculty & Staff:

The results of the 2005 Organizational Self Assessment Survey indicate that there is satisfaction in the educational design at Fulford Elementary. On the survey, the section entitled, Human Focus received an average score of 4.2. The areas that scored the lowest was the item, "I am recognized for my work." Administration makes every effort so teachers on the same grade level have a common planning time. Additionally, grade levels meet monthly with administration to discuss concerns, success and progress made towards meeting the school's goal. School committees were formed in the following areas: Leadership Team, Writing/Oratoricals, Reading, Mathematics/Science, Technology, School Safety/Parent Involvement, Social, Sunshine, and United Way Committees. New teachers and teachers who have transferred to Fulford Elementary are paired with a professional growth team by grade level or subject area. They meet regularly to discuss concerns and successes.

Data/Information/Knowledge Management:

The results of the 2005 Organizational Self Assessment Survey indicate that there is satisfaction in the way data and knowledge is measured, analyzed and managed at Fulford Elementary. On the survey, the section entitled Measurement, Analysis, and Knowledge Management received an average score of 4.4. The area that scored the lowest was the item, "I get all of the important information I need to do my work." Teachers meet weekly to discuss data pertaining to student achievement. Data is also shared at faculty and the EESAC meetings. This data includes progress made towards meeting the objectives and goals set forth in the SIP and budgeting.

Education Design:

The results of the 2005 Organizational Self Assessment Survey indicate that there is satisfaction with the educational design at Fulford Elementary. On the survey, the section entitled, Process Management received an average score of 4.1. The areas that scored the lowest were the items, "I can get all the resources I need to do my job" and "I collect information (data) about the quality of my work." The following are some processes that drive the function of the school:

1. Weekly grade level meetings.
2. Administrative monitoring of progress towards meeting the school's objectives and goals.
3. The collaboration of teachers and the administrative team in curricular decision making.
4. Administration makes available District workshops to staff members based on teaching assignments and interests.
5. Leadership Team meetings to monitor the progress made on the SIP's goals.
6. Collaboration with the EESAC on both fiscal and curriculum decisions.
7. After-school tutorials in mathematics, reading, and writing three times per week.
8. An Academic Excellence Program in place that offers journalism, hands-on science and chess twice a week.
9. Implementation of the Continuous Improvement Model. The PDSA Cycle is a continuous quality improvement model consisting of a logical sequence of four repetitive steps for continuous improvement and learning: Plan, Do, Study and Act.

Performance Results:

This section will analyze additional areas that the Continuous Improvement Model has impacted. The results of the 2005 Organizational Self Assessment Survey indicate that there is satisfaction in the educational results at Fulford Elementary. On the section entitled, Business Results the average score was 4.2. The item in this section that scored the lowest was, "I know how my organization is doing financially." Besides testing, there are other measures that indicate that our school is making an impact:

1. The student attendance percentage for the 2004-2005 school year was 96.18. This ranked Fulford Elementary 43 out of 183 elementary schools.
2. The inclusion rate is 64.4 percent.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 1 STATEMENT:

All students will be literate members of society.

Needs Assessment

Results of the 2006 FCAT Reading Assessment indicate that 68 percent of students have met the state required mastery level and 57 percent have made annual learning gains. The scores reflect a nine percent increase of the lowest 25 percent achieving learning gains from 53 percent to 62 percent.

An analysis of the 2006 FCAT Reading content cluster results for grade three students indicates a need to focus instruction in the area of Comparisons and Main Idea/Purpose.

An analysis of the 2006 FCAT Reading content cluster results for grade four students indicates a need to focus instruction in the content cluster of Reference/Research and Comparisons.

An analysis of the 2006 FCAT Reading content cluster results for grade five students indicates a need to focus instruction in the content clusters of words/phrases and main idea/purpose.

The data indicates that the greatest movement was from Levels 1 and 2 to Levels 3 and 4. The data also indicates a need to focus on FCAT Levels 3, 4, and 5 to ensure that they maintain, as well as make adequate gains. The focus on these instructional efforts should result in a substantial increase in student achievement on and above grade level.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>											

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 71 percent of students reaching Level 3 or above on the 2007 administration of the FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct after school Academic Excellence Program (AEP) twice a week	Selected Teachers	10/3/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to implement and monitor Accelerated Reader Program in grades 2-5	Media Specialist Computer Teacher Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Disaggregate and analyze the 2006 FCAT Reading data to identify strengths and opportunities for improvement for instructional purposes	Administration Reading Coach Classroom Teachers Leadership Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Analyze DIBELS in addition to other school-based assessments to focus on areas of need and to monitor student progress and guide instruction	Administration Reading Coach Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the CRRP and SSS with intensive focus on guided reading, vocabulary development, and comprehension skills	Reading Coach Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement and monitor Reading Plus Program in grades 3-5	Administration Computer Teacher Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$8000.00
Implement and monitor Reading Plus Program for grade 2	Administration Computer Teacher Classroom Teacher	1/8/2007	5/30/2007	District Strategic Plan	\$8000.00
Implement grade level meetings utilizing the Reading Pacing Guide for students in kindergarten through grade five	Administration Reading Coach Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize FCAT Explorer, Riverdeep, Voyager and other innovative programs to promote independent reading and improve comprehension, in addition to the regular two-hour block of Reading/Language Arts instruction	Administration Reading Coach Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct After-School tutorials for third grade students who scored	Reading Coach Selected Teachers	10/23/2006	3/15/2007	Mentoring Opportunities	\$0.00

below the 50 percentile on the SAT 10 and for fourth and fifth grade students who scored below Level 3 on the 2006 FCAT Assessment (three times a week) with teacher-made assessments to monitor progress	
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Research-Based Programs

- * Houghton Mifflin Reading Series
- * Reading Plus
- * Quick Reads
- * Voyager Passport
- * STaR
- * Accelerated Reader
- * FCAT Explorer
- * SuccessMaker
- * Riverdeep
- * BEAR
- * DRAW
- * OWL
- * Houghton Mifflin Workshops

Professional Development

In-services will include:

- * FCAT Data Analysis
- * Development and analyzation of in-house and grade level assessments
- * Comprehensive Research-Based Reading Program (CRRP)
- * Resources required for the implementation of the Houghton Mifflin basal and resource materials
- * CRISS Strategies
- * DIBELS Data Interpretation
- * Differential grouping strategies
- * District and Regional Workshops
- * State Conferences

Evaluation

- * Weekly and monthly grade level assessments
- * Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- * Diagnostic Assessment of Reading (DAR)
- * Houghton-Mifflin assessments
- * 2007 administration of FCAT Reading Assessment

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 2 STATEMENT:

All students will demonstrate increased performance in mathematics.

Needs Assessment

Results of the 2006 FCAT Mathematics Assessment indicate that 68 percent of students have met the state required mastery level and 62 percent have made annual learning gains.

Students in grades 3 and 4 have exceeded the minimum state required mastery level. The data analysis indicates that grade 5 will receive necessary math instruction and assistance.

An analysis of the 2006 FCAT Mathematics content cluster results for grade three students indicates the strengths are Geometry and Data Analysis. The data further indicates a need to focus instruction in the area of Measurement.

An analysis of the 2006 FCAT Mathematics content cluster results for grade four students indicates the strengths are Geometry and Data Analysis. The data further indicates a need to focus instruction in the area of Number Sense.

An analysis of the 2006 FCAT Mathematics content cluster results for grade five students indicates a need to focus instruction in the areas of Number Sense, Measurement, and Data Analysis.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>											

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 71 percent of students reaching Level 3 or above on the 2007 administration of the FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to implement the Scott Foresman - Addison Wesley Mathematics Series	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Dissaggregate and analyze the 2006 FCAT Mathematics data to identify strengths and opportunities for improvement for instructional purposes.	Administration Mathematics Resource Teacher Classroom Instructors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Analyze District Interim Assessments for students in grades three through five to monitor students progress and instruction	Administration Math Resource Teacher Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate on-line and site-based technology in the classroom to enhance Mathematics skills for grades three through five	Microsystems Technician Computer Teacher Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize manipulatives in classrooms to increase understanding on Mathematic concepts for students in kindergarten through grade five	Classroom Teachers	8/14/2006	5/30/2007	Universal Pre-K	\$0.00
Integrate science into the mathematics curriculum by incorporating FOSS Kits	Math/Science Committee Classroom Teachers	8/14/2006	5/30/2007	Universal Pre-K	\$0.00
Monitor the progress of students Level 1 and Level 2 of the 2006 FCAT Matematics Assessment on a bi-monthly basis	Administration Math Resource Teacher Classroom Teachers	8/14/2006	3/15/2007	District Strategic Plan	\$0.00
Utilize Math Resource Teacher to further assist faculty in teaching Mathematical concepts	Administration	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Implement grade level meetings utilizing the Mathematics Pacing Guide for students in kindergarten through grade five	Administration Math Resource Teacher Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Offer after-school (twice per week) tutorial program for students in the lowest quartile in Mathematics in grade five based on the 2006 FCAT Mathematics Assessment with teacher-made assessments to monitor progress	Math Resource Teacher Selected Instructors	10/23/2006	3/15/2007	Continuous Improvement Model	\$7000.00

Research-Based Programs

- * Scott Foresman-Addison Wesley Mathematics Series
- * Riverdeep

Professional Development

In-services to include:

- * FCAT Data Analysis
- * Development and analyzation of in-house and grade level assessments
- * Modeling Best Practices techniques
- * Hands-on manipulatives
- * Scott Foresman-Addison Wesley Mathematics basal
- * Mathematics technology program
- * Differential grouping strategies
- * District and Regional Workshops
- * State Conferences

Evaluation

- * District Interim Assessments
- * Weekly and monthly grade level assessments
- * Scott Foresman-Addison Wesley assessments
- * 2007 administration of FCAT Mathematics Assessment

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 3 STATEMENT:

All students will be able to communicate effectively through writing.

Needs Assessment

Data attained from the 2006 School Performance Accountability Results indicates that 84 percent of the students in grade four met the state standard of 3.5 or above in the 2006 administration of the FCAT Writing+ Assessment.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>											

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will maintain or increase their writing scores as evidenced by the students reaching 3.5 or above on the 2007 administration of the FCAT Writing+ Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct monthly Writing and Scoring Camps for students in grade four	Fourth grade teachers Reading Coach	8/14/2006	2/2/2007	District Strategic Plan	\$0.00
Administer expository/narrative monthly writing prompts to students in grade four	Classroom Teachers Reading Coach	8/14/2006	2/2/2007	District Strategic Plan	\$0.00
Model effective writing for students in grades three through five to enhance a connection with reading and writing	Fourth grade teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify students not meeting state writing requirements and offer during school tutorial services (twice a week) to assist in enhancing writing skills with teacher-made assessments to monitor progress	Administration Reading Coach Writing Leader Fourth Grade Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$7000.00

Research-Based Programs

- * Houghton Mifflin Reading Series
- * CRISS

Professional Development

In-services will include:

- * FCAT Data Analysis
- * Analyze District pre and post assessments
- * Develop in-house and in class writing prompts
- * Techniques to improve the delivery of instruction
- * How to maximize the opportunities for learning
- * The art of teaching writing
- * Scoring of student writing samples using the rubric
- * Pre-writing and editing skills

Evaluation

- * District required writing pre- and post-tests for students in first through grade five
- * Weekly, monthly, and quarterly in-house writing assessments for students in grade four
- * 2007 administration of the FCAT Writing+ Assessment

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 4 STATEMENT:

Increase the scientific knowledge of all students.

Needs Assessment

The results of the administration of the 2006 FCAT Science Assessment reflect that 23 percent of the students scored at Level 3 or above. Thereby indicating a need to improve student performance by two percent.

An analysis of the 2005-2006 Science Content Cluster Comparative Data Results indicates that instruction needs to be focused in the areas of Earth and Space Science, Physical and Chemical Science, and Scientific Thinking.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 48 percent of the students reaching Levels 3-5 on the administration of the 2007 FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer site-developed pre- and post science assessments	Classroom Teachers	10/2/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct an Annual Science Fair	Math/Science Committee Classroom Teachers	8/14/2006	5/30/2007	Academic Teams	\$0.00
Conduct "Hands-On Science" Club to increase students' knowledge of scientific method base skills	AEP Teacher	10/3/2006	5/30/2007	Academic Teams	\$0.00
Implement grade level meetings utilizing the Science Pacing Guide for students in kindergarten through grade five	Classroom/ESE Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00
Integrate mathematics and reading into science instruction	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct bi-weekly "hands-on" science experiments utilizing the FOSS Kits in classrooms for students in grades three through five	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$7000.00

Research-Based Programs

* McGraw-Hill series

* FOSS Kits

Professional Development

In-services will include:

- * Utilization of the FOSS Kits
- * Modeling of hands-on learning activities
- * Managing and guiding cooperative groups
- * District and Regional Workshops

Evaluation

- * FCAT Data Analysis
- * Development and analyzation of in-house pre and post assessments for students in grades first through fifth
- * Weekly assessments utilizing McGraw-Hill basal
- * 2007 administration of the FCAT Science Assessment

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 5 STATEMENT:

The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

An analysis of the 2006 Annual Survey of Title I Parental Involvement indicated that 1925 parents participated in school-based activities. This data indicated a 14 percent increase in the level of parent participation from 2005.

In order to continue to increase parental involvement, a school-initiated survey will be developed to assess the interests and needs of the parents. The results of these surveys will guide the types of workshops offered to parents.

The level of involvement of both parents and community-based organizations will be highly focused and well planned to maximize the efforts to generate participation and support.

Analysis of data indicates a need to increase the Parent Academy enrollment by five percent.

Measurable Objective

Given the need to establish a link between the home and community in order to support the efforts of improving the academic achievement of students, parental and community involvement will increase 10 percent from 1925 during the 2005-2006 to 2117 during the 2006-2007 school year as documented by attendance logs maintained by the Community Involvement Specialist.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Produce communications with parents in three languages	Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop and conduct grade-level specific workshops to inform parents of expectations and help promote a partnership that engages parents in their child's achievement as well as enhances their own personal growth	Grade Level Teams Reading Committee Math/Science Committee Technology Committee Writing Committee Administration	9/12/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize a site-initiated survey in order to assess parental needs and interests	Parental Involvement Committee Leadership Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase parental contact through the Family Outreach Center to promote parental involvement in academics and technology	Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$1000.00
Utilize Connect-Ed Communications System to enhance communication regarding emergency updates and future events	School District Administration Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct Parent Academy to offer parents the opportunity to participate and improve in academics	Community Involvement Specialist	9/12/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

* National PTA Standards for Parent/Family Involvement Program
Just Read, Families!

Professional Development

In-services include:

- * Ongoing training to enhance parental involvement support.
- * Educational Excellence School Advisory Council (EESAC)
- * Parent Teacher Association (PTA)
- * Region Center/School-based parental involvement workshops
- * Needs of parents in helping their children achieve academically * Needs of parents to enhance their own personal growth
- * Annual Technology Conference that showcases technology-based instruction and productivity programs

Evaluation

Sign-in sheets and logs to document:

- * Activity/workshops
- * Attendance of services
- * District Advisory Council (DAC)
- * Parent Advisory Council (PAC)
- * EESAC meetings
- * PTA meetings
- * Parent Academy

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 6 STATEMENT:

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

Analysis of the Student Case Management System Suspension for students indicates that 61 days of outdoor suspension were documented during the 2005-2006 year.

The data indicates that there is a need for teachers to align their Assertive Discipline Plan with the Student Code of Conduct.

Based on the data, there is a need to increase conflict mediation practices as an alternative to suspensions.

Measurable Objective

Given an increased focus on the established guidelines of the Student Code of Conduct, the number of days of suspensions to the Student Case Management System will decrease by 25 percent from 61 days in 2005-2006 to 46 days as reflected by the 2006-2007 Student Case Management System Suspension report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Align grade level Assertive Discipline Plans with the Student Code of Conduct	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor Student Case Management System (SCMS) reports on a quarterly basis	Assistant Principal Safety Committee	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue to implement D.A.R.E.	5th Grade Teachers North Miami Beach Police	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Monitor and review referrals in order to provide assistance for teachers	Administration	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Ensure student awareness and involvement utilizing Safety Patrols	Administration Selected Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure that all staff members follow the monitoring procedures for student arrival and dismissal	Selected staff members	8/14/2006	5/30/2007	District Strategic Plan	\$500.00

Research-Based Programs

Not Applicable

Professional Development

In-services will address:

- * Conflict resolution
- * Peer counseling
- * Classroom management strategies
- * Assertive Discipline Plan
- * Reducing Referrals

Evaluation

- * Number of suspension days indicated on the 2006-2007 Student Case Management System Suspension report
- * 2006-2007 Climate Survey

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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GOAL 7 STATEMENT:

Technology will be used as a resource tool to increase student performance on the FCAT Reading Assessment for the 2006-2007 school year.

Needs Assessment

According to the results of the Reading Plus pretest, 13 percent of the students in grades 3-5 are demonstrating mastery of reading fluency.

Instructors will monitor students time spent on the Reading Plus program weekly and provide them with necessary feedback.

Based on a survey administered in 2005-2006 indicated a need of the staff to increase the use technology to support instructional practices and improve student achievement.

Measurable Objective

Given the emphasis on technology in the 2006-2007 school year, the Reading Plus web-based program will be utilized with a high degree of fidelity. Students will access the program for a minimum of 90 minutes per week as evidenced by weekly class summary reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Design a professional development plan to address staff needs to implement all of the software and technology assisted programs utilized at the school including, but not limited to, Reading Plus, SuccessMaker, EduSoft, Accelerated Reader as well as completing IEP's and EP's online	Technology Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop a master schedule for the implementation of the Reading Plus Program in classrooms and lab settings	Administration Technology Coordinator	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue to maintain and up grade computers to enhance student performance	Principial, Technology Coordinator, Media Specialist, Microsystems Technician	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide staff training to increase technology access and implementation	Technology Committee Microsystems Technician Media Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct a school-site survey for faculty and staff to improve their knowledge and competency regarding technology	Media Specialist Computer Teacher	4/9/2007	5/30/2007	Continuous Improvement Model	\$0.00
Utilize SMART Boards to enhance the interactive use of technology in classrooms	Administration Microsystems Technician Media Specialist Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$23000.00

Research-Based Programs

- * National Educational Technology Standards (NETS)
- * International Society for Technology in Education (ISTE)
- * Accelerated Reader
- * Reading Plus
- * Riverdeep
- * FCAT Explorer
- * EduSoft

Professional Development

In-house training opportunities will include:

- * Reading Plus
- * SuccessMaker
- * EduSoft
- * Riverdeep
- * FCAT Explorer
- * Accelerated Reader
- * E-mail applications
- * Student Performance Indicators(SPI)
- * Individual Evaluation Performance (IEP)
- * Evaluation Performance (EP)

Evaluation

- * Monitor students progress in reading fluency and
- * Monitor the utilization of the Reading Plus Program by accessing the summary reports weekly
- * Monitor faculty and staff survey
- * 2007 FCAT Reading Assessment results

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 8 STATEMENT:

The school will align its physical fitness program with the National Standards for Physical Education.

Needs Assessment

Data obtained from the 2006 Physical FITNESSGRAM Test Summary indicates that 81 percent of the students in grades four and five met the minimum health-related standards and were award recipients.

Further analysis shows that 95 percent of the eligible students in grades four and five were tested in 2006. Every possible effort must be made to ensure that 100 percent of all eligible students in grades four and five are tested in 2007.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades four and five will improve their physical fitness skills to 81 percent achieving Silver or Gold on the 2006-2007 FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer a fitness pre-test to determine baseline measures	Physical Education Teachers	9/5/2006	10/6/2006	Continuous Improvement Model	\$0.00
Develop an action plan to ensure input from the physical education department to meet the goals and objectives as stated	Physical Education Teachers EESAC Leadership Team	9/19/2006	10/6/2006	District Strategic Plan	\$0.00
Invite professional athletes to be guest speakers	Physical Education Teachers	10/6/2006	5/30/2007	School-to-Career	\$0.00
Incorporate health and fitness videos into curriculum	Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor the physical education program to ensure that physical education teachers select activities specifically related to assessment component items	Principal EESAC	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Promote nutrition to students through the use of morning announcements, healthy meal selections with appropriate portions, science curriculum, and fitness	Administration Faculty Staff	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Dedicate instructional time to fitness related activities on a daily basis	Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00

Research-Based Programs

* National Standards for Physical Education

Professional Development

In-services will include:

- * FITNESSGRAM Test
- * Fitness Activities

Evaluation

- * Monitor and checklist of student performance
- * Weekly site-developed assessments on fitness
- * 2007 administration and results of the FITNESSGRAM Test

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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GOAL 9 STATEMENT:

Students will develop an appreciation for the visual arts.

Needs Assessment

Research indicates that schools with a strong art program often report a rise in test scores. One possibility is that the same schools that treat the arts seriously institute other kinds of innovations that are favorable to academic learning. Certain innovations are always found in schools that grant the arts a serious role. This finding could account for schools with serious art programs have high academic performance.

The art department has observed that student performance in drawing skills, 3-D artwork, and multi-use of different art media needs to enhance student creativity and appreciation.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades two through five will display art work throughout the year in various venues to include school-wide art shows and community displays as evidenced by 75 percent participation as documented by sign-in logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Integrate the use of art prints and 3-D art for grades two through five in classrooms	Art Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Display student artwork in school and community with partnerships in local businesses	Art Teacher Community Partners	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Utilize the North Miami Beach Chamber of Commerce Business Partners (NMBCCB) to display students' artwork	Art Teacher EESAC Leadership Team NMBCCB School Representative	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Demonstrate art techniques and the use of art media for grades two through five in classrooms	Art Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the state adopted text for elementary art instruction to emphasize reading and writing strategies	Art Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase content teacher awareness of the importance of using visual arts as a means of expression	Art Teacher Classroom Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Promote hands-on engagement in art production for grades two through five in the classrooms	Art Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$2000.00

Research-Based Programs

* Portfolios: State of the Arts Program, Grades 2-5 (State adopted text for elementary art instruction)

* National Art Education Association

Professional Development

Inservices will include:

- * Participation in professional development training that will enhance the use of various media and art techniques in art classes and content classrooms
- * Attendance at various venues such as museums, cultural centers, and cultural fairs/exhibits in the community

Evaluation

- * Monitor and analyze progress of students' artwork
- * Teacher-developed assessments such as observations, written, and oral critiques
- * Document student participation in various venues during the 2006-2007 school year

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 10 STATEMENT:

Fulford Elementary School will receive adequate return of their investment.

Needs Assessment

Higher learning gains is the driving variable in obtaining a higher ROI Index. The organization must attain higher learning gains.

Measurable Objective

Fulford Elementary School will improve its ranking from 61 percent to 62 percent on the State of Florida ROI Index publication 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with the district on resource allocation.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal EESAC Leadership Team	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Consider shared use of facilities, partnering with community agencies	Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Become more informed about the use of financial resources in relation to school programs	Leadership Team EESAC	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Return on Investment Indicator:

- * Higher level of learning gains achieved by students in the 2007 administration of the FCAT Reading and Mathematics Assessment
- * Progress on the next State of Florida ROI Index publication

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

The EESAC will continue to determine, in conjunction with the school principal, the process of establishing the budget system for the 2006-2007 school year and to expend the EESAC budget in support of school wide initiatives.

Training:

The EESAC will continue to make recommendations in areas of professional growth to enhance the staff's professional development plans in curriculum, technology, and safety management. In-services that target student achievement will continue to be an EESAC priority.

Instructional Materials:

The EESAC will continue to review and recommend instructional materials for use in the classroom.

Technology:

The EESAC will continue to recommend the purchase of technology for curriculum enhancement needed to improve student achievement.

Staffing:

The EESAC will continue to support the hiring of highly-qualified teachers and support staff.

Student Support Services:

The EESAC will continue to support the services of counseling, security, custodial staff, cafeteria staff, and after-school programs. These services will enhance the students' learning by contributing to a safe, comfortable, and inviting environment.

Other Matters of Resource Allocation:

The EESAC will continue to recommend funding for software, after school tutorial program personnel, additional technological equipment, curriculum materials, and the esthetic improvement of the students' surroundings.

Benchmarking:

The EESAC will continue to develop the School Improvement Plan and support curriculum developments that enhance student achievement. The EESAC will continue to support networking activities between feeder-pattern schools and other high performing schools.

School Safety & Discipline:

The EESAC will continue to participate in the school safety committee to evaluate safety/disciplinary issues and propose intervention strategies. The EESAC will continue to monitor and solicit input from parents, the PTA, and district and community law enforcement on school safety issues.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$16,000.00
Goal 2: Mathematics	\$7,000.00
Goal 3: Writing	\$7,000.00
Goal 4: Science	\$7,000.00
Goal 5: Parental Involvement	\$1,000.00
Goal 6: Discipline & Safety	\$500.00
Goal 7: Technology	\$23,000.00
Goal 8: Health & Physical Fitness	\$1,000.00
Goal 9: Electives & Special Areas	\$2,000.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$64,500.00

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent